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Part one of this document is a description of a preschool class' field trip to an apple orchard. "Verbal Bombardment" is the method used by the teacher on this trip. The teacher poses questions to her students and lets them answer.

Part two is an illustration of structured group teaching. Nine consecutive lessons stating the purpose, activity, and teacher comment on each are given. The unit covered is "points and lines." The first lesson is very simple; each lesson becomes progressively more difficult.

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APPENDIX B

of the Perry Preschool Project Progress Report

GROUP TEACHING AND FIELD TRIP ILLUSTRATIONS

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Ypsilanti Public Schools

Ypsilanti, Michigan

December, 1964

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Field Trip to an Apple Orchard

An Illustration of Field Trips and "Verbal Bombardment"

Teacher: What happened to the tree?
G: Leaves are gone.
Teacher: Why are the leaves gone?
A: Cause ain't no leaves on it.
T: Hey, it might be the cold.
Teacher: (After establishing that no apples could be found on trees or on ground.) There are no apples. Why do you think there are no apples?
A: All them kids ate them all up.
T: No leaves on trees.
Teacher: Why do you think there are no apples?
G: Because we picked them all.
T: We don't know. It's not our fault. It's the trees' fault.
Teacher: Do you think the trees will grow any more leaves and apples?
C: No.
Teacher: Why not?
G: Because, because...
Teacher: Because what?
G: Because we don't know. It's the trees' fault.

(Teacher talked about what happens in the winter, in spring leaves will grow again.)

A: I see some leaves on the ground.
Teacher: What color are the leaves?
A: Red
T: Brown
Teacher: What is the white stuff on the ground?
V: Snow
Teacher: Do you think there are apples on the ground or in the snow?
G: Yes.
Teacher: Are they growing now?
C: No.
Teacher: Do you think they will grow in the summer?
T: Yes.
Teacher: What happens when it gets warm again?
T. Get apples on them.
Teacher: What color are they?
T: Red.
Teacher: What color are the leaves?
G: Don't know.
Teacher: What color were the leaves when we were here before?
T: Red.
Teacher: Apples were red. What color were the leaves?
T: Green.
C: Cows! (upon seeing some cows)
T: Moo.
Teacher: What comes from cows?
C: Milk.
T: Teacher, I know what moo means.

Teacher: What?

T: It means they are talking.

A: One is dead.

Teacher: I think that one is lying down and sleeping. Do you know any other food that comes from cows?

C: No.

Teacher: Hamburgers come from cows.

G: Teacher, you're fooling!

Unit: Points and Lines

An Illustration of Structured Group Teaching

Lesson No. 1

Purpose

To acquaint the children with the idea that a point marks a specific position, and to learn the word "point".

Activity

Making points The teacher introduced the activity by making several points on a plain sheet of paper with a paper punch, saying she was making points. After ascertaining that the children could locate these points, the teacher asked the children to make points either by using a paper punch or by punching a peg through paper.

Teacher Comment

The children concentrated very well. They learned the word "point", and said, "Teacher, look! I made a point!"

Lesson No. 2

Purpose

To make little points in total space to reinforce learning of the word "point".

Activity

Making small points on colored tissue attached to frames The teacher reminded the children of the big points they had made the previous day, and told them that they would now make little points. The children sat at a table, each with a frame and a pin, making points on the tissue with the pin. The completed work was taken to a window and the points were examined through light.

Teacher Comment

This lesson served the purpose of helping children to see little points. A sturdier material than colored tissue is recommended.

Lesson No. 3

Purpose

To reinforce the learning of the word "point" and to introduce the concept of connecting points.

Activity

Making points on large paper with felt pens The children used large sheets of paper spread on the floor, making points on the paper with the felt pen. They were shown how to connect points by making lines.

Teacher Comment

All the children made points, but not all understood the concept of connecting the points. Many were too involved with using felt pens or with drawing pictures.

Lesson No. 4

Purpose

To re-introduce the concept that connecting points make a line, to introduce the word "line", and to demonstrate informally that lines are long, short, straight, or curved.

Activity

Connecting points (holes) on cardboard with yarn The teacher made points on the blackboard, and suggested that each point is someone's home. She drew a line between two points to show a child going from one house to the next. She then suggested that the children connect their own points, each child with his own cardboard and yarn. The teacher discussed with each child how the lines looked -- long, short, straight, or curved.

Teacher Comment

Although the children did not attend well while the teacher was at the blackboard, once each child was given his own card, they all became involved in the activity. As they were working it was possible to

introduce the concept and word "line", and the children started talking about their "lines" as the teacher complimented, pointed out, and discussed the yarn lines.

Lesson No. 5

Purpose

To develop the idea that a line connects points, and that lines are straight and curved.

Activity

Playing "Follow the Leader" with the children as "points" connected with clothes line The teacher marked X's on the floor and showed each child his place. When all the children were standing on their X's, the teacher said they all were points. The teacher then connected the points by stringing clothes line asking each child to hold it. As the teacher did this, she commented that she had made a line between Grace and Mark, who represented points. She then led "follow the leader" making straight and curved lines and pointing out, "Now, we are a curved line, a straight line, etc.." At one point, she closed the curved line and asked the children what they had. One said, "a circle".

Teacher Comment

This was the most successful activity on the line concept. Children eagerly participated and were interested in the topic.

Lesson No. 6

Purpose

Continuing to develop the idea that a line connects points, and that lines are straight, curved, short or long.

Activity

Making lines with individual pieces of clothes line The teacher made a straight and a curved line with pieces of clothes line, and suggested that each child see what kinds of lines they could make. Each child was given a long piece and discussed with the teacher the kind of line they were making. The teacher then showed them short pieces of rope, developed the idea of "short" and "long", and gave each child a short piece with which to make lines.

Teacher Comment

Several youngsters began to understand the idea of lines as being curved or straight. They also showed understanding of "long" and "short" lines.

Lesson No. 7

Purpose

To continue focusing on different kinds of lines.

Activity

Making string pictures The teacher gave each child paper, one string, and one jar of paint, and showed them how to dip the string in paint, put it on the paper, fold the paper over the string, open it, and remove the string. Each child completed two or three pictures. Some used several colors by trading paint jars. As a child finished a picture, the teacher discussed the kinds of lines the child had produced.

Teacher Comment

The children seemed quite involved and looked carefully at the pictures. The nature of the activity required them to focus on various kinds of lines.

Lesson No. 8

Purpose

To continue focusing on how lines look, and to continue developing concepts and vocabulary concerning kinds of lines.

Activity

Putting string around balloons String was dipped in starch mixed with tempera and wound around balloons in different directions. The teachers talked with children about the kinds of lines they were making. The next day, when the strings had dried and stiffened, the balloons were broken and the lines made by the strings were examined.

Teacher Comment

Children were interested once they were willing to use balloons for a purpose other than hitting them up in the air. As it was difficult for the children to wind the string, this activity appears better suited for a one-to-one situation.

Lesson No. 9

Purpose

Review words "point" and "line", introduce the idea that a shape can be made by connecting lines, and introduce the word "rectangle".

Activity

Making a rectangle by connecting 4 points Each child was given a rectangular cardboard with a point punched in each corner. The teacher expalined that this shape was called a "rectangle" and asked the children to find the points and to count them. She then gave each child a pencil and asked the children to connect the points with a line, beginning at the top left corner and moving to the top right corner. This activity was continued until a rectangle was formed.

Teacher Comment

This activity provided for much participation on the part of the children. They understood the idea of a rectangle very well, and all were able to make it.